

Summary of Main Themes Excerpted from
Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education
Edited by Stephen P. Hundley and Susan Kahn (Stylus Publishing, October 2019)

Movement Afoot: Fostering Discourse on Assessment Scholarship (from the National Institute for Learning Outcomes Assessment [NILOA]), by Natasha A. Jankowski and Gianina R. Baker

1. The assessment field is increasingly emphasizing authentic assessment, and NILOA is focusing on improving assignment design to support the use of authentic measures.
2. Improvement and equity are becoming increasingly important drivers of assessment, although accreditation continues to be a primary driver.
3. Institutions are seeking greater alignment of learning outcomes across programs and between the curriculum and co-curriculum. New partnerships between and among units are supporting this focus.
4. Models for assessment practice are diversifying with emphases shifting from reporting on outcomes to supporting student learning and success.
5. Debates about the value of assessment are continuing; the field needs clearer and more proactive arguments to support the position that assessment is worthwhile.

Becoming More HIP: Assessment Trends in High-Impact Learning Practices and Student Success, by Jennifer Thorington Springer, Amy A. Powell, Steven Graunke, Tom Hahn, and Julie A. Hatcher

1. Institutions are developing tools for assessment of the fidelity of HIP implementation in order to assure that they are “done well.”
2. Tracking and documenting participation in HIPs is key to assessing learning outcomes and identifying who has access and who lacks access.
3. Institutions are moving to address inequities in access to and participation in HIPs.
4. Institutions are going beyond indirect measures of HIP outcomes and are beginning to use authentic assessments like ePortfolios and VALUE rubrics.
5. Institutions are reconsidering organizational structures and practices, including professional development, to ensure that HIPs are being implemented in intentional ways campus-wide.

Evolving Practices in the Development and Assessment of Global Learning, by Gil Latz, Leslie Bozeman, Dawn M. Whitehead, and Darla K. Deardorff

1. Intercultural competence, which includes the concepts of global citizenship, global perspectives, and community-based global learning, dominates the field of global learning and is the main focus of assessment.
2. The global learning field is recognizing the importance of using multiple methods to assess student achievement, and assessment practice is moving beyond the sole use of traditional pre- and post-measures.
3. Many programs and institutions are developing their own context-specific assessment approaches and instruments.
4. Reflection and ePortfolios are increasingly widely used, but some institutions and programs have had difficulty eliciting meaningful reflection from students.
5. The field is seeking assessment methods that treat global learning as part of the holistic development of the learner.

Assessing Community Engagement, by Kristin Norris and Anne Weiss

1. Community engagement is a strategy for institutional success. Assessment should demonstrate how we are advancing institutional priorities (e.g., research and creative activity, enrollment management, student learning and success, diversifying our faculty, economic growth and development, equity and access).
2. We encourage assessment that examines the relationship between community-university engagement best practices and institutional processes (e.g., faculty rewards, promotion and tenure, annual reporting), which requires systematic tracking processes.
3. Public trust in higher education is declining because we lack robust stories of impact, especially about our place-based nature. Tension between our need for a national reputation and the local value of our institutions must be reconsidered. Our stories must reposition the role of community as valued experts and contributors.

Understanding Students Yesterday, Today, and Tomorrow: Trends in Student Affairs

Assessment, by A. Katherine Busby and Sonia Ninon

1. Student affairs assessment professionals have a robust professional network and make notable contributions to higher education and assessment research and practice.
2. Student affairs assessment focuses on assessing the whole student, including complex outcomes such as leadership, cultural competency, critical thinking, and ethical reasoning.
3. Today's highly diverse and constantly changing student population requires culturally responsive assessment methods.
4. Assessment efforts in student affairs inform division-wide decision making and contribute to university-wide efforts to demonstrate student learning, development, and achievement.

STEM Education and Assessment: Evolving Through Evidence, by Anthony Chase, Gabrielle Kline, and Stephen P. Hundley

1. International competitiveness, demand for STEM labor, and advances in science and technology throughout society all call for enhanced goals for STEM learning connected to quality assessment practices.
2. Considerable investment and research has occurred in STEM education, resulting in numerous promising practices that enhance our understanding of STEM student learning and success, and adoption of evidence-based pedagogies and changes in STEM curricula is needed in order for courses and programs to remain relevant.
3. To meet needs for a STEM-educated workforce, attention is required to recruit and retain STEM students, including expanding and diversifying the talent pipeline to attract those who have historically been underserved by STEM disciplines.
4. Real-world challenges relying on innovative solutions will require integration of STEM concepts in the curriculum, including opportunities for students to work in an interdisciplinary manner through learning that is collaborative, creative, and project-based.
5. The use of evidence to inform changes in STEM education will continue to rely on rigorous research and assessment practices that have the potential to influence the

implementation and adoption at scale of those interventions shown to affect STEM student learning.

Assessment at the Highest Degree(s): Trends in Graduate and Professional Education, by Sarah Zahl, Sherry Jimenez, and Max Huffman

1. Accreditation standards will persist as the main driver of assessment, accountability, and quality assurance in graduate and professional programs, as they continue to encounter increased scrutiny from the public and accrediting bodies.
2. The push for assessment of practical professional knowledge, skills, and dispositions will continue as consumers seek additional indicators of value and transferability.
3. Authentic assessment methods to measure professional formation will be increasingly important.
4. Leaders of graduate and professional programs are mobilizing to create a foundational set of learning outcomes common to all disciplines, similar to existing undergraduate models.

Measuring Faculty Learning: Trends in the Assessment of Faculty Development, by Krista Hoffmann-Longtin, Kyle Fassett, John Zilvinskis, and Megan M. Palmer

1. Historically, faculty developers have been involved in assessing teaching and learning and instructing faculty on those practices.
2. As the field of faculty development has expanded, faculty developers must shift their focus to assessing the impact and outcomes of their work.
3. Although finding and collecting data on the influence of faculty development may be challenging, some practitioners have been successful.
4. Further research and dissemination is needed on the evidence and return on investment of faculty development.

Transforming Assessment, Assessing Transformation: ePortfolio Assessment Trends, by Susan Kahn

1. ePortfolios are both a High-Impact Practice for teaching and learning and an assessment approach that recognizes the complexity of postsecondary learning.
2. ePortfolios flourish in and support development of cohesive, integrated curricula and thoughtful learning designs that encourage folio thinking and identity development.
3. ePortfolios, done well, can cultivate and document dispositional learning linked to personal, academic, and professional development.
4. Assessment of whole ePortfolios offers us insights into learning that other assessment approaches do not, including insights into how as well as what students learn and into so-called “ineffable” learning outcomes.

Meta-Trends in Assessment, by Stephen P. Hundley, Susan Kahn, and Jeffery Barbee

Provides linkages to **history/development of assessment** (1 & 2)

1. Assessment continues to make important contributions to understanding and improving student learning and success.
2. The need to navigate tensions between accountability and improvement remains a key issue.

Recognizes broader, more **inclusive stakeholder engagement** is needed (3 & 4)

3. Sound assessment programs continue to require ongoing leadership and broadened stakeholder engagement.
4. Assessment strategies and approaches are becoming more inclusive, equity-oriented, and reflective of the diverse students our institutions serve.

Promotes **holistic, authentic assessment**, focused on **outcomes** as well as **processes** and **practices** leading to outcomes (5, 6, & 7)

5. Assessment is broadening its perspective on outcomes to include students' personal, academic, and professional development.
6. Authentic measures of student learning, from a range of experiences and contexts, are increasingly necessary and valued.
7. Assessment is beginning to expand its focus beyond learning *outcomes* to include the learning *processes* and *practices* that support achievement of outcomes.

Reminds us of the **institutional investments required** for assessment to flourish (8 & 9)

8. Ongoing high-quality professional development remains essential to systematic, well-developed assessment practices.
9. Assessment work must be valued and recognized in order to result in sustained improvement.

Acknowledges a **future for assessment and improvement** (10)

10. Assessment remains a work in progress.